

## Lesson 92

### Exercise 1

#### RETELL

#### Using Category Labels in Notes

1. Find part A of Lesson 92. ✓
  - The passage you're going to retell is about **group success**.
2. These are some of the words that are in the passage. You will need them to retell the passage.
  - I'll read the words: **factors, success, capability, leadership, motivation, resources, explain, Jamestown, colonists, tobacco, succeed**.
3. Your turn to read the words:
  - **First word.** (Signal.) *Factors*.
4. **Next word.** (Signal.) *Success*.
5. (Repeat step 4 for *capability, leadership, motivation, resources, explain, Jamestown, colonists, tobacco, succeed*.)
6. You may not know all these words. Raise your hand if you have a question about any of them. ✓
  - (Here are suggestions for words students might ask about:
    - Factors—specific things that contribute to an outcome
    - Capability—potential for accomplishing something
    - Motivation—reason for behaving in a particular way
    - Colonists—people who live in a country ruled or dominated by another country)
7. You're going to retell a passage that I read. Here are the checks I'll use to grade you:
  - Check 1. Is each sentence a complete sentence with a capital at the beginning and an end mark?
  - Check 2. Are there no run-on sentences?
  - Check 3. Are all the points in the notes included in your retell?
  - Check 4. Is the information accurate?

8. Pens down. I'll read the passage. Listen carefully.
  - (Read:)

These are the four factors for group success: 1) capability, 2) leadership, 3) motivation, and 4) resources. The four factors for group success help explain why Jamestown survived as a colony in 1607. Native Americans helped the colonists of Jamestown become more capable by teaching them how to farm and by providing them with food, seeds, and tobacco. The colonists used these crops to survive and trade. John Smith gave Jamestown strong leadership. He motivated colonists by establishing a rule that colonists had to work if they wanted to eat. Jamestown also had more resources than the earlier colonies. So Jamestown was the first colony to succeed.

9. I'll read the passage again. Pens down.
  - (Read:)

These are the four factors for group success: 1) capability, 2) leadership, 3) motivation, and 4) resources. The four factors for group success help explain why Jamestown survived as a colony in 1607. Native Americans helped the colonists of Jamestown become more capable by teaching them how to farm and by providing them with food, seeds, and tobacco. The colonists used these crops to survive and trade. John Smith gave Jamestown strong leadership. He motivated colonists by establishing a rule that colonists had to work if they wanted to eat. Jamestown also had more resources than the earlier colonies. So Jamestown was the first colony to succeed.

10. Write your notes about the key information. I'll ask questions to help you with your notes.
  - What group are we talking about? (Call on a couple of students. Ideas: *Jamestown colony, first colony to survive in the U.S.*)

- What are the 4 factors of group success? (Call on a student. Ideas: *Capability, leadership, motivation, resources.*)
  - How did the Jamestown colonists get capability? (Call on a student. Ideas: *The Native Americans taught them how to farm and gave them food, seeds, and tobacco; The colonists used these crops to trade and to eat and survive.*)
  - How did the Jamestown colonists get leadership? (Call on a student. Ideas: *John Smith was a strong leader; He gave them rules to live by.*)
  - How did the Jamestown colonists get motivation? (Call a student. Ideas: *John Smith's rule that colonists had to work if they wanted to eat motivated the colonists to work.*)
  - Tell about the resources of the Jamestown colony. (Call on a student. Idea: *Jamestown had more resources than earlier colonies.*)
11. I'll read the passage one more time. Then you'll have 15 minutes to write your retell. Pens down. Listen:
- (Read:)

These are the four factors for group success: 1) capability, 2) leadership, 3) motivation, and 4) resources. The four factors for group success help explain why Jamestown survived as a colony in 1607. Native Americans helped the colonists of Jamestown become more capable by teaching them how to farm and by providing them with food, seeds, and tobacco. The colonists used these crops to survive and trade. John Smith gave Jamestown strong leadership. He motivated colonists by establishing a rule that colonists had to work if they wanted to eat. Jamestown also had more resources than the earlier colonies. So Jamestown was the first colony to succeed.

12. (After 15 minutes:) Edit your passage using the checks. You have 2 minutes. Make the passage as perfect as you can. You won't be marked down for drawing arrows to insert something you forgot. ✓

## Exercise 2

### WRITING ABOUT EXPERIENCES

#### 1. Find Part B. ✓

- (Teacher reference:)

[Describe when this learning happened, where it happened, and who helped you learn.]

[Describe the important events in order.]

[Tell what happened first and how you felt.]

[Tell what happened later and how you felt.]

2. You'll write a story about **an event that changed the way you felt about something**.
- First, you'll describe the setting. That means you'll tell when and where it happened and who was involved.
  - Then you'll describe the important events in order.
  - You'll tell what happened at first and how you felt.
  - Then you'll tell about later events and how those events made you feel differently.
3. Here's a passage that tells about an event that changed the way the author felt about camping. Listen as I read and notice how the passage follows the outline diagram:

I didn't do any hiking in the woods until I was 13. When my brother Danny told me that we were going to camp in the mountains, I told him I wouldn't go.

He tried to tell me how much fun we would have. I kept saying, "No." But I finally gave in. I figured I would be able to stand it for a week.

When we got to the mountains, the first thing we did was fish. That was boring. Then I caught a fish. I didn't know what I was doing, but I caught a great big one. My aunt took pictures of me holding the fish. Then we let it go.

We went canoeing on our second day. None of us knew how to do it at first, and my brothers didn't catch on to paddling. I caught on pretty fast. I could paddle up a narrow stream without running into the banks. My brothers couldn't make the canoe go straight.

On the last two days of the trip, we went hiking up some steep trails. We had to be careful. Danny did a little better than I did, but I did better than Micky.

Would you believe it? When the week was up, I didn't want to go home. I love the outdoors. I love to hike and climb to high places. I love to canoe, and I love to cook outdoors. I love the views and the smells.

4. **When did these events happen?** (Call on a student. Idea: *When the writer was 13.*)
  - **Where did they happen?** (Call on a student. Idea: *In the mountains.*)
  - **Who was involved?** (Call on a student. Ideas: *The writer and the writer's brothers; Danny and other brothers, including Micky; an aunt.*)
  - **How did the writer feel about camping at first?** (Call on a student. Ideas: *The writer hated camping; Fishing was boring.*)
  - **How did the writer feel about camping later?** (Call on a student. Idea: *The writer liked it.*)
  - **What were the events that changed the way the writer felt?** (Call on several students. Ideas: *The writer had a lot of successes; The writer caught a big fish; The writer canoed with better control than the brothers; The writer could hike up steep trails easily.*)
5. **Follow the outline diagram and write your first paragraph. Describe when, where, and who was involved. Pens down when you're finished.**  
(Observe students and give feedback.)
6. (After a few minutes, call on students to read their first paragraph about the setting. Praise paragraphs that tell when, where, and who was involved.)
7. **Write the rest of the paragraphs. Remember, tell important things that happened and how you felt before and after these events. When you tell about a new day or time, start a new paragraph. Pens down when you're finished.**  
(Observe students and give feedback.)
8. (Call on a student.) **Read your essay.** (Student reads.)
  - (Call on several students. Ask:) **Does that essay follow the first 5 checks?**
  - (Teacher reference:
    1. Does the essay follow the outline diagram?
    2. Does the essay give enough information for a reader to know what happened?
    3. Does the essay tell what the writer learned?
    4. Are all the sentences complete?
    5. Are all the verbs in the past?
9. (Repeat step 8 with a couple more students.)
10. **Before you turn in your work, edit your passages using all 7 checks. Here are the last 2 checks:**
  - **Check 6. Is the first sentence indented for each paragraph?**
  - **Check 7. Are all the sentences punctuated correctly?**  
(Observe students and give feedback.)

### Exercise 3

#### PASSAGE-WRITING PREPARATION

- Soon you're going to write an essay about an event that changed someone else's opinion about something. Talk to someone you know to find out about an **event that changed the way that person felt about something.**

# Lesson 92

A

## Retell—Using Category Labels in Notes

factors      success      capability      leadership  
motivation      resources      explain      Jamestown  
colonists      tobacco      succeed

### Checks

1. Is each sentence a complete sentence with a capital at the beginning and an end mark?
2. Are there no run-on sentences?
3. Are all the points in the notes included in your retell?
4. Is the information accurate?

Write about an event that changed the way you felt about something.

### **Outline diagram**

[Describe when this learning happened, where it happened, and who helped you learn.]

[Describe the important events in order.]

[Tell what happened first and how you felt.]

[Tell what happened later and how you felt.]

### **Checks**

1. Does the essay follow the outline diagram?
2. Does the essay give enough information for a reader to know what happened?
3. Does the essay tell what the writer learned?
4. Are all the sentences complete?
5. Are all the verbs in the past?
6. Is the first sentence indented for each paragraph?
7. Are all the sentences punctuated correctly?